

Missouri Department of Elementary and Secondary Education Special Education State Profile

As required by the Individuals with Disabilities Education Improvement Act of 2004, the Missouri State Performance Plan (SPP) is a plan that includes targets for student performance indicators and improvement activities designed to enable districts (regular districts, charter schools and state operated programs) and the state to meet those targets. Missouri is also required to publicly report on the performance of each local education agency (LEA) in relation to the targets established in the SPP. The State Performance Plan can be found online at: <http://dese.mo.gov/special-education/state-performance-plan>.

The purpose of this profile is to:

- a. Provide information to the public about the performance of districts on the SPP Indicators
- b. Address other outcome measures for students receiving special education services.

Page 1 of this profile summarizes whether the State met or did not meet the targets for each performance indicator. The remaining pages provide additional data for the SPP indicators (noted as "SPP #").

Students with disabilities are those students who qualify for special education services and who have an Individualized Education Program (IEP). Data sources are provided for each table included in this profile; however, most of the data are reported by the LEAs directly to the Department.

See the link below for the Special Education Profile Review Guide

<https://dese.mo.gov/media/pdf/missouri-state-profile-review-guide>

Questions? Please contact Special Education - Data Coordination at 573-751-7848 or speddata@dese.mo.gov.

SPP Targets and District Status					
SPP Indicator			State Data 2022-23		Target 2022-23
Early Childhood Special Education Data					
ECSE children in regular EC program receiving majority of services in EC (SPP 6A)			25.2%	Met	≥ 25.0%
ECSE children in special education separate class, school or residential setting (SPP 6B)			45.6%	Not Met	≤ 38.0%
ECSE children in special eudcation and related services at home (SPP 6C)			0.7%	Met	≤ 5.0%
Percent of children referred by First Steps prior to age 3, who are found eligible for ECSE, and who have an IEP developed and implemented by their third birthdays (SPP 12)			98.5%	Not Met	= 100.0%
Percent of children in ECSE who demonstrated improved: (SPP 7)	Positive social-emotional skills:	Summary Statement 1	96.0%	Met	≥ 94.0%
		Summary Statement 2	26.6%	Not Met	≥ 32.0%
	Acquisition and use of knowledge and skills:	Summary Statement 1	96.8%	Met	≥ 95.5%
		Summary Statement 2	26.6%	Not Met	≥ 29.0%
	Use of appropriate behaviors to meet needs:	Summary Statement 1	95.7%	Met	≥ 93.5%
		Summary Statement 2	35.6%	Not Met	≥ 39.0%
Child Count and Educational Environment Data					
Percent of children with IEPs inside regular class >79% of the day (SPP 5A)			56.5%	Not Met	≥ 57.8%
Percent of children with IEPs inside regular class less than 40% of the day (SPP 5B)			9.0%	Not Met	≤ 8.4%
Percent of children with IEPs served in separate settings (SPP 5C)			3.4%	Met	≤ 3.6%
Was district identified as having disproportionality of racial/ethnic groups in special education that is the result of inappropriate identification? (SPP 9/10)			NA		
Assessment Data					
Participation rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11)			99.0%	Met	≥ 95.0%
Participation rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10)			98.8%	Met	≥ 95.0%
Proficiency rate for children with IEPs on statewide assessment for English Language Arts (grades 3-8, 11)			13.5%	NA	≥ NA
Proficiency rate for children with IEPs on statewide assessment for Mathematics (grades 3-8, 10)			12.5%	NA	≥ NA
Evaluation Data					
Percent of children with parental consent to evaluate who were evaluated and had eligibility determined within 60 days (SPP 11)			98.7%	Not Met	= 100.0%
Parent Survey Data					
Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities (SPP 8)			72.2%	Not Met	≥ 73.0%
Suspension/Expulsion Data					
Was district identified as having significant discrepancies in suspension/expulsion rates? (SPP 4A)			NA		
Was district identified as having significant discrepancies in suspension/expulsion rates by race/ethnicity? (SPP 4B)			NA		
Secondary Transition Data					
Graduation rate for students with disabilities			79.1%	NA	≥ NA
Dropout rate for students with disabilities			1.9%	NA	≤ NA
Percent of youth age 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals (SPP 13)			85.8%	Not Met	= 100.0%
Percent of youth who had IEPs, are no longer in secondary school and who have been: (SPP 14)	enrolled in higher education		22.9%	Not Met	≥ 23.8%
	enrolled in higher education or competitively employed		59.1%	Met	≥ 55.8%
	total employed / continuing education		64.4%	Met	≥ 60.8%

Early Childhood Special Education (ECSE) Data**Early Childhood Special Education Child Count and Participation Rates**

The following indicates the number of children who are eligible to receive early childhood special education services.

Total Early Childhood 3-pK5			
	2020-21	2021-22	2022-23
Child Count	10,165	10,694	11,735

Source: District reported data via MOSIS Student Core (December cycle)

Early Childhood Special Education Educational Environments (ages 3-pK5) (SPP 6)

The following indicates the educational environment of children receiving early childhood special education services.

Educational Environments		2020-21		2021-22		2022-23	
		#	%	#	%	#	%
<i>In the regular early childhood program:</i>		4,883	48.0%	5,142	48.1%	5,557	47.4%
♦ 10+ hours with majority of sped services in	EC Program*	2,203	21.7%	2,549	23.8%	2,762	23.5%
	Other location	1,933	19.0%	1,983	18.5%	2,177	18.6%
♦ less than 10 hours with the majority of sped services in:	EC Program*	321	3.2%	236	2.2%	201	1.7%
	Other location	426	4.2%	374	3.5%	417	3.6%
Separate Class**		4,116	40.5%	4,690	43.9%	5,184	44.2%
Separate School**		134	1.3%	144	1.3%	169	1.4%
Residential Facility**		0	0.0%	0	0.0%	1	0.0%
Home (SPP 6C)		290	2.9%	104	1.0%	87	0.7%
Service Provider location		742	7.3%	614	5.7%	737	6.3%
Total Early Childhood		10,165	100.0%	10,694	100.0%	11,735	100.0%
Total attending and receiving majority of services in early childhood program* (SPP 6A)		2,524	24.8%	2,785	26.0%	2,963	25.2%
Total separate placement** (SPP 6B)		4,250	41.8%	4,834	45.2%	5,354	45.6%

Source: District reported data via MOSIS Student Core (December cycle) Percentage = Educational Environment / Total Educational Environment

*Total attending includes children in an early childhood program and receiving the majority of their sped services in the EC program

** Total separate includes children reported in Separate Class, Separate School and Residential Facility.

Transition from First Steps (Part C) (SPP 12)

For children referred from the First Steps program, districts are required to develop and implement an IEP by the third birthday. The following data shows the percent of children referred by First Steps prior to age 3, who were found eligible for ECSE, and who had an IEP developed and implemented by their third birthday

Reporting Year	2018-19	2019-20	2020-21	2021-22	2022-23
Number referred and eligible	557	609	508	598	742
IEPs developed within acceptable timelines	556	606	497	585	731
Percent developed within acceptable timelines	99.8%	99.5%	97.8%	97.8%	98.5%

Note: Data are collected from districts in the year prior to Monitoring review

Early Childhood Outcome Data (SPP 7)

Districts are required to assess children's abilities when they begin and end receiving ECSE services. The following table indicates the progress, or outcome, made between entering and exiting ECSE for children who exited ECSE during the reporting year.

2022-23 School Year	Outcomes:		Acquiring & Using Knowledge & Skills		Taking Appropriate Action to Meet Needs	
	#	%	#	%	#	%
Percent of children who						
a. did not improve functioning	94	2.1%	93	2.1%	99	2.2%
b. improved functioning but not sufficient to move nearer to functioning comparable to same-age peers	72	1.6%	47	1.1%	77	1.7%
c. improved functioning to a level nearer to same-age peers but did not reach	3,065	69.6%	3,091	70.2%	2,659	60.4%
d. improved functioning to reach a level comparable to same-aged peers	947	21.5%	1,079	24.5%	1,300	29.5%
e. maintained functioning at a level comparable to same-aged peers	223	5.1%	91	2.1%	266	6.0%
Total	4,401	100.0%	4,401	100.0%	4,401	100.0%
Summary Statements						
1. Of those children who entered the program below age expectations, the percent that substantially increased their rate of growth by the time they exited		96.0%	96.8%		95.7%	
2. Percent of children who were functioning within age expectations by the time they exited.		26.6%	26.6%		35.6%	

Summary Calculations: 1. $((c+d)/(a+b+c+d))*100$ 2. $((d+e)/(a+b+c+d+e))*100$

Source: MOSIS Student Core (June cycle)

Child Count and Educational Environment Data

Child Count (5k-21) and Parentally-Placed Private School Students (PPPS)

The following table indicates the number and incidence rate of students with disabilities by disability category

Disability Category	Total	PPPS	Incidence Rate 2022-23
Intellectual Disability	7,901	26	0.92%
Emotional Disturbance	6,404	18	0.74%
Speech Impairment	11,854	808	1.37%
Language Impairment	9,879	113	1.15%
Orthopedic Impairment	342	6	0.04%
Visual Impairment	465	9	0.05%
Hearing Impairment	1,019	22	0.12%
Specific Learning Disabilities	30,961	439	3.59%
Other Health Impairment	26,770	324	3.11%
Deaf/Blindness	22	0	0.00%
Multiple Disabilities	1,237	11	0.14%
Autism	15,444	154	1.79%
Traumatic Brain Injury	365	1	0.04%
Young Child w/ Developmental Delay	3,096	47	0.36%
Total	115,759	1,978	13.43%

Source: District reported data via MOSIS Student Core (December cycle). Child Count data is as of December 1
Incidence rate = Total / K-12 district enrollment

School-age Educational Environments (SPP 5)

The following table indicates the amount of time that students with disabilities are included in the general education classroom.

Placement Categories	2020-21		2021-22		2022-23	
	#	%	#	%	#	%
Inside Regular Class >79% (SPP 5A)	67,128	57.9%	65,237	56.6%	65,375	56.5%
Inside Regular Class 40-79%	32,890	28.4%	33,765	29.3%	33,959	29.3%
Inside Regular Class <40% (SPP 5B)	9,416	8.1%	9,902	8.6%	10,445	9.0%
Private Separate (Day) Facility*	1,004	0.9%	986	0.9%	954	0.8%
Public Separate (Day) Facility*	1,596	1.4%	1,484	1.3%	1,404	1.2%
Homebound/Hospital*	643	0.6%	769	0.7%	753	0.7%
Private Residential Facility*	3	0.0%	4	0.0%	5	0.0%
Correctional Facility	90	0.1%	83	0.1%	71	0.1%
Parentally Placed Private School	2,382	2.1%	2,119	1.8%	1,978	1.7%
State Operated Separate School [^]	862	0.7%	817	0.7%	816	0.7%
Total School Age	116,014	100.0%	115,166	100.0%	115,760	100.0%
Total of Separate Placements* (SPP 5C)	4,108	3.5%	4,060	3.5%	3,932	3.4%

Source: District reported data via MOSIS Student Core (December cycle)

***Total Separate" includes: Private/Public Separate Facilities; Homebound/Hospital; Private Residential Facilities and State Operated Separate School

[^]This category is only used by Missouri School for the Blind, Missouri School for the Deaf and Missouri Schools for the Severely Disabled

Percent of Students by Race/Ethnicity (SPP 9/10)

The following table indicates the percentage of students by race for total enrollment, special education child count and disability categories

School Year: 2022-23	White %	Black %	Hispanic %	Asian %	Am Indian%	Pacific%	Multi%	Total %
Total Enrollment (K-12)	68.5%	15.2%	8.0%	2.1%	0.4%	0.4%	5.5%	100.0%
Total IEP Child Count (3-21)	68.4%	17.3%	7.0%	1.2%	0.4%	0.2%	5.6%	100.0%
Intellectual Disability	60.7%	26.6%	6.5%	1.4%	0.3%	0.2%	4.2%	100.0%
Emotional Disturbance	63.9%	22.7%	5.1%	0.5%	0.2%	0.2%	7.4%	100.0%
Speech/Language Impairment	70.2%	14.7%	8.1%	1.3%	0.4%	0.2%	5.2%	100.0%
Specific Learning Disability	67.9%	17.6%	8.0%	0.4%	0.5%	0.3%	5.4%	100.0%
Other Health Impairment	72.2%	15.7%	5.0%	0.7%	0.5%	0.1%	5.8%	100.0%
Autism	66.8%	16.5%	7.4%	2.9%	0.4%	0.3%	5.8%	100.0%

Source: District reported data via MOSIS Student Core

Student Assessment Data**Missouri Assessment Program (IEP MAP and MAP-Alternate)**

The following table indicates statewide assessment results for students with disabilities

2019-20 testing requirements were waived due to COVID-19

Grade	Acct	Rept	Number Top Two	Part Rate	Percent Top Two	Acct	Rept	Number Top Two	Part Rate	Percent Top Two
2022-23 - IEP MAP and MAP-A										
	English Language Arts						Mathematics			
3	9,305	9,249	1,346	99.4%	15.8%	9,306	9,241	1,364	99.3%	14.7%
4	9,948	9,873	1,495	99.2%	14.7%	9,943	9,860	1,524	99.2%	15.4%
5	10,165	10,104	1,449	99.4%	15.0%	10,164	10,106	1,270	99.4%	12.5%
6	9,543	9,455	1,262	99.1%	11.5%	9,541	9,448	1,198	99.0%	12.6%
7	9,725	9,593	1,078	98.6%	11.5%	9,716	9,575	1,000	98.5%	10.4%
8	9,213	9,085	978	98.6%	11.4%	9,009	8,860	800	98.3%	9.0%
HS	8,366	8,218	1,218	98.2%	17.1%	8,682	8,497	1,036	97.9%	12.2%
3-5	29,418	29,226	4,290	99.3%	14.7%	29,413	29,207	4,158	99.3%	14.2%
6-8	28,481	28,133	3,318	98.8%	11.8%	28,266	27,883	2,998	98.6%	10.8%
All	66,265	65,577	8,826	99.0%	13.5%	66,361	65,587	8,192	98.8%	12.5%
2021-22 - IEP MAP and MAP-A										
	English Language Arts						Mathematics			
3	9,158	9,004	1,346	98.3%	14.9%	9,152	8,993	1,258	98.3%	14.0%
4	10,003	9,869	1,495	98.7%	15.1%	9,998	9,862	1,560	98.6%	15.8%
5	9,778	9,633	1,449	98.5%	15.0%	9,777	9,629	1,066	98.5%	11.1%
6	9,971	9,804	1,262	98.3%	12.9%	9,972	9,803	1,103	98.3%	11.3%
7	9,573	9,381	1,078	98.0%	11.5%	9,560	9,365	943	98.0%	10.1%
8	9,297	9,087	978	97.7%	10.8%	9,189	8,960	745	97.5%	8.3%
HS	7,939	7,679	1,218	96.7%	15.9%	8,212	7,947	877	96.8%	11.0%
3-5	28,939	28,506	4,290	98.5%	15.0%	28,927	28,484	3,884	98.5%	13.6%
6-8	28,841	28,272	3,318	98.0%	11.7%	28,721	28,128	2,791	97.9%	9.9%
All	65,719	64,457	8,826	98.1%	13.7%	65,860	64,559	7,552	98.0%	11.7%
2020-21 - IEP MAP and MAP-A										
	English Language Arts						Mathematics			
3	9,037	8,901	1,542	98.5%	17.3%	9,020	8,877	1,245	98.4%	14.0%
4	9,380	9,219	1,666	98.3%	18.1%	9,367	9,198	1,315	98.2%	14.3%
5	9,793	9,598	1,403	98.0%	14.6%	9,789	9,593	1,014	98.0%	10.6%
6	9,439	9,217	1,364	97.6%	14.8%	9,430	9,206	941	97.6%	10.2%
7	9,115	8,909	1,091	97.7%	12.2%	9,109	8,890	781	97.6%	8.8%
8	8,962	8,730	1,056	97.4%	12.1%	8,818	8,579	615	97.3%	7.2%
HS	8,523	8,227	1,213	96.5%	14.7%	8,990	8,581	679	95.5%	7.9%
3-5	28,210	27,718	4,611	98.3%	16.6%	28,176	27,668	3,574	98.2%	12.9%
6-8	27,516	26,856	3,511	97.6%	13.1%	27,357	26,675	2,337	97.5%	8.8%
All	64,249	62,801	9,335	97.7%	14.9%	64,523	62,924	6,590	97.5%	10.5%

Source: MAP Assessment - includes MAP and MAP-A results

Acct = Accountable; Rept = Reportable; Number Top Two = Proficient + Advanced

Participation Rate (Part Rate) = Reportable / Accountable

Proficient or Advanced Percent (Percent Top Two) = (Number of Proficient + Number of Advanced) / Reportable

HS: High school totals include required End of Course exams (English II and Algebra I) and alternate assessments

Evaluation, Parent Involvement and Suspension/Expulsion Data

Initial Evaluation Timelines (SPP 11)

Districts are required to complete initial evaluations and determine eligibility within 60 days from referral to special education. The following table reflects the percent of children who, with parental consent, had eligibility for special education determined within 60 days.

Reporting Year	2018-19	2019-20	2020-21	2021-22	2022-23
Number evaluated	7,552	6,274	4,844	6,441	7,093
Number within acceptable timelines	7,477	6,222	4,768	6,347	7,004
Percent within acceptable timelines	99.0%	99.2%	98.4%	98.5%	98.7%

Note: Data collected from districts in year prior to monitoring review

Parent Survey Data (SPP 8)

Parents are surveyed about their level of involvement with their children's education. The following table indicates the percent of parents with a child receiving special education services who reported that schools encouraged parent involvement as a means of improving services and results for children with disabilities.

Reporting Year	2018-19	2019-20	2020-21	2021-22	2022-23
Total Responses	6,067	5,304	5,810	7,193	8,611
Number Agree/Strongly Agree	4,588	4,070	4,271	5,256	6,216
% Agree/Strongly Agree	75.6%	76.7%	73.5%	73.1%	72.2%

Source: Special Education Parent Survey

Note: Data collected from districts in year prior to monitoring review

Suspension/Expulsion Data (SPP 4A / 4B)

School Year 2022-23	State				
	Students IEP		Students NonIEP		Ratio of IEP : NonIEP rate
	Number	Rate per 100 students	Number	Rate per 100 students	
Student Counts					
OSS - All	14,805	11.6	44,393	5.7	2.02
OSS > 10 Days	3,217	2.5	8,067	1.0	2.42
ISS - All	16,777	13.2	62,776	8.1	1.62
ISS > 10 Days	1,377	1.1	3,515	0.5	2.37
Total OSS and ISS	24,466	19.2	87,600	11.3	1.69
Incident Counts					
OSS - All	31,569	24.8	75,586	9.8	2.53
OSS > 10 Days	3,441	2.7	8,574	1.1	2.43
American Indian	12	2.4	Note: the ratios for the racial/ ethnic groups use the Non-Disabled OSS>10 days for all races as the comparison group		2.13
Asian	7	0.4			0.40
Black	1,395	6.5			5.81
Hispanic	162	1.8			1.63
Multi Racial	201	2.8			2.55
Pacific Islander	5	1.8			1.60
White	1,659	1.9			1.71
ISS - All	40,171	31.5	128,006	16.6	1.90
ISS > 10 Days	1,400	1.1	3,539	0.5	2.40
Total OSS and ISS	71,740	56.3	203,592	26.4	2.13

Source: District reported data via June MOSIS Discipline and MOSIS Student Core

is the number of students or incidents reported; rate is the rate per 100 students based on total enrollment and 5K-21 child count excluding PPPS

ISS All = Any incident resulting in an in-school suspension

ISS > 10 days = Any incident resulting in an in-school suspension for more than 10 consecutive or cumulative days

OSS All = Any incident resulting in an out of school suspension

OSS >10 days = Any incident resulting in an out of school suspension for more than 10 consecutive or cumulative days

OSS includes out of school suspensions, expulsions or unilateral removals

Note: The ratios for the racial/ethnic groups use the nondisabled OSS>10 days for all races as the comparison group

Secondary Transition Data

Graduation / Dropout Data for Students with Disabilities

The following tables indicate the numbers and percents of students with disabilities who graduate or drop out from school

Graduation data	2020-21	2021-22	2022-23
Number of students with disabilities who graduated	6,685	6,770	6,729

Graduation Cohort data/rates	4yr Rate	5yr Rate	6yr Rate	7yr Rate
2023 Cohort	2023	2024	2025	2026
Total Cohort Graduates	6,036			
Total Cohort	7,628			
Graduation Rate	79.13%	NA	NA	NA
2022 Cohort	2022	2023	2024	2025
Total Cohort Graduates	6,023	6,252		
Total Cohort	7,686	7,588		
Graduation Rate	78.36%	82.39%	NA	NA
2021 Cohort	2021	2022	2023	2024
Total Cohort Graduates	6,005	6,294	6,364	
Total Cohort	7,807	7,713	7,681	
Graduation Rate	76.92%	81.60%	82.85%	NA
2020 Cohort	2020	2021	2022	2023
Total Cohort Graduates	5,721	5,966	6,045	6,092
Total Cohort	7,389	7,297	7,271	7,251
Graduation Rate	77.43%	81.76%	83.14%	84.02%

Graduation rate = Number of IEP graduates in cohort / Total number of IEP students in cohort x 100

Dropout data - grades 9-12 only	2020-21	2021-22	2022-23
Total number of students with disabilities grades 9-12	39,836	40,685	40,466
Number of students with disabilities who dropped out 9-12	819	891	751
Dropout rate for students with disabilities grades 9-12	2.06%	2.19%	1.86%

Dropout rate = Number of IEP dropouts in Gr 9-12 / Total number of IEP students in Gr 9-12

Source: District reported data via MOSIS Student Core / Enrollment and Attendance

Secondary Transition Plans (SPP 13)

IEPs must include coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet their post-secondary goals. The following data show the percent of youth age 16 and above with a transition plan that meets these requirements as determined by file review of a sample of IEPs

Reporting Year	2018-19	2019-20	2020-21	2021-22	2022-23
Total Reviewed	549	731	687	683	755
Number Met	514	653	609	588	648
Percent Met	93.62%	89.33%	88.65%	86.09%	85.83%

Note: Data collected from districts in year prior to monitoring review

Secondary Transition Data

Follow-up on Previous Year's Graduates and Dropouts (IEP) (SPP 14)

Districts are required to follow-up with all graduates and dropouts in the year after leaving high school. The following table indicates the district-reported data.

Follow-up reported during the 2022-23 School Year	Graduates		Dropouts		Total	
	#	%	#	%	#	%
(1) 2 YR College (completed at least one term)	1,086	16.2%	6	0.7%	1,092	14.5%
(2) 4 YR College (completed at least one term)	636	9.5%	0	0.0%	636	8.4%
(3) Non College (completed at least one term)	188	2.8%	2	0.2%	190	2.5%
(4) Advance Training	49	0.7%	1	0.1%	50	0.7%
(5) Employed (Competitively) (at least 20 hrs per week for 90 days)	2,455	36.5%	161	19.6%	2,616	34.7%
(6) Employed (Not Competitively) (at least 20 hrs per week for 90 days)	146	2.2%	9	1.1%	155	2.1%
(7) National /Community Service / Peace Corps	4	0.1%	1	0.1%	5	0.1%
(8) Military	114	1.7%	0	0.0%	114	1.5%
(9) Other	792	11.8%	127	15.5%	919	12.2%
(10) Continuing Ed - did not complete one term	216	3.2%	2	0.2%	218	2.9%
(11) Employed - less 20 hrs per week or 90 days	504	7.5%	32	3.9%	536	7.1%
(12) Unknown	527	7.8%	480	58.5%	1,007	13.4%
(13) Not Available	39		1		40	
Total (excludes Not Available)	6,717	100.0%	821	100.0%	7,538	100.0%
A. Enrolled in higher education*	1,722	25.6%	6	0.7%	1,728	22.92%
B. Enrolled in higher education or competitively employed*	3,843	57.2%	169	20.6%	4,458	59.14%
C. Total Employed / continuing Education*	4,678	69.6%	180	21.9%	4,858	64.45%

*Summary Calculations

Source: District reported data via MOSIS February Follow-up

A. Enrolled in higher education for at least one complete term [(1) + (2)]

B. Enrolled in higher education for at least one complete term or competitively employed for 20 hours a week for at least 90 days [(1) + (2) + (5) + (8)]

C. Enrolled in higher education or other postsecondary education or training program for at least one complete term or competitively employed or in some other employment for 20 hours a week for at least 90 days [(1) + (2) + (3) + (4) + (5) + (6) + (7) + (8)]